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ABSTRACT

Guidelines and techniques for assisting limited English proficient students in adjusting to their new environment and learning to communicate in English are provided for classroom teachers without previous training in teaching English as a second language. The language and cultural differences of minority students in Utah are noted so that teachers can aid the cultural and social adjustment of new students from the moment of their arrival. Orientation to the school through the use of the orientation tapes available in 11 languages, preliminary English proficiency assessment for placement, and the teaching of basic English vocabulary and phrases for immediate communication are described. The contents of the Holt-Gudmundson Preliminary LEP Assessment Inventory are presented and seven other assessment instruments are discussed. Also covered are the use of total physical response activities to strengthen listening comprehension, survival phrases and social expressions, questions, statements and requests, basic language patterns, and English teaching materials and texts. (RW)

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ED223065

SURVIVAL COMMUNICATION INSTRUCTION FOR CLASSROOM TEACHERS OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)

UTAH STATE OFFICE OF EDUCATION

Walter D. Talbot
State Superintendent of Public Instruction

U.S. DEPARTMENT OF EDUCATION
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Kent L. Worthington, Administrator
Russell W. Carruth, Coordinator, Adult Education and Community Services
Elliot C. Howe, Specialist, Bilingual Education

Salt Lake City, Utah
April, 1981

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FOREWORD

Although there had been many non-English speaking students in the state prior to 1975, when the first group of students from Indochina came to Utah, not enough had been done in the schools of Utah to help students acquire the English language and adapt to the educational system and social life of an English speaking community. The influx of Indochinese students seemed to be the spark which galvanized educators and legislators into action. In the Spring of 1977, the Legislature of the state of Utah passed Senate Bill No. 353, and authorized $317,100 for allocation by the State Board of Education to school districts to provide a bilingual program for students with bilingual needs. The bilingual education program that was established does not provide services for all the students who are in need of assistance to adapt to our educational system. More help is needed to meet the needs of LEP students. This syllabus was written to fill this need.

Walter D. Talbot
State Superintendent of
Public Instruction

ACKNOWLEDGMENTS

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INTRODUCTION

STUDENTS OF LIMITED ENGLISH PROFICIENCY IN UTAH
April, 1981

The policy of the Utah State Board of Education has been to ensure equal educational opportunity for all students. In 1968 the Congress of the United States passed the Bilingual Education Act (Title VII) which provided assistance to local school districts with large numbers of limited English-speaking children. In 1973 five districts formed a consortium with the leadership of the University of Utah to conduct a bilingual education project. In 1974 the Supreme Court of the United States delivered an opinion in Lau vs. Nichols with respect to providing equal opportunity in education to limited English-speaking children in this country. The Supreme Court did not prescribe the steps to be taken for students whose English is limited, but it did give rise to different programs and statutes aimed at encouraging special programs to help students whose primary language was not English.

The "Lau Remedies" were written to serve as a guide to local school districts in organizing and operating programs for students with limited English proficiency. On the elementary level these remedies call for instruction in the basic subjects in the mother tongue while being taught English as a second language. Aspects of the student's cultural background are to be included in classroom activities as well. This is known as a transitional bilingual education program. On the secondary level the emphasis is placed on English as a second language with assistance in helping the student keep up with classwork.

Utah's largest number of LEP students is Hispanic with the Native American Indian as the second largest group. Approximately 50 other languages and dialects are represented in the LEP Utah student population.

In 1975 the first group of approximately 200 students from Indochina came to Utah. During the school year 1980-81 it is estimated that there will be approximately 2,000 Indochinese students in Utah. In the spring of 1977 the Legislature of the State of Utah passed Senate Bill No. 353 and authorized $317,100 for allocation by the State Board of Education to school districts to provide bilingual programs for students with bilingual needs. The local districts were given the option to organize the program of instruction as they desired. This program has continued to the present (1980-1981) with increased funding each year. Funds are distributed according to the number of students in the district who are (1) non-English speaking, (2) very limited English speaking, and (3) who are bilingual in English and another language, but a year or more behind their peers in reading or language. The number of students who are eligible to receive bilingual education has increased consistently for several years. For example, in 1978-79 there were 6,432 students eligible for state bilingual eduation funds. In 1979-80 that number increased to 7,192 students and for the school year 1980-81 there are 8,503 students eligible for bilingual education funds.

One of the interesting phenomena that has developed from the influx of these students is the sudden introduction of one, two, or three students who are limited English proficient or completely non-English speaking into the classroom of the teacher who has had no training whatsoever in teaching English as a second language, or in helping these children adapt to a different culture. There is a need to provide materials and techniques for the classroom teacher to get the limited English proficiency students adjusted to their new environment and on the path toward fluency in English.

Dear Teacher:

So now you are challenged with a new arrival in your classroom from a distant Asian land across the sea; with shiny black hair, slight of form, inquiring black eyes, and a super-polite demeanor--maybe laughing, maybe crying--and not a word of English!

Not only do you have this challenge, but you also have the challenge to meet other students from "Other Heritages," and with English proficiencies of varying degrees. Some have had no formal education; others are performing at grade level or above. Most of them have strong needs for social and cultural security. Nearly all have experienced critical educational interruptions. Practically all of these students need English to utilize what they have already learned in their mother tongue and to progress in their formal schooling.

It is the purpose of this project, then, to present to you and your school staff some suggestions for "action" to assist these students, beginning with the moment of arrival. As a matter of practical sequence, these suggestions begin with enrolling the totally non-English speaking students and providing an individualized program through which they can progress toward usable English language communication skills. Students having already acquired some vocabulary and basic elements of these skills can be introduced at any appropriate level along the way.

The ways in which preschool children learn language communication before ever attending school provide us with some clues. They instinctively employ listening, seeing, experiencing, conceptualizing, physically responding, and ultimately verbalizing before they ever receive more formalized instruction in reading and writing skills acquisition. These clues can also provide us with some starting points in initiating instructional activities for the "Other Heritage" students, regardless of age or prior educational background.

For the non-English speaking student, the first and paramount questions exploding upon the school staff are:

1. How can we begin to communicate?

2. How can we help this student feel "at home" socially?

3. How can we begin to teach our new arrival some English communication skills?

   a. "Orientation to the School" (tapes available in eleven languages in most districts).

   b. Teacher commands and request (Total Physical Response Activities).

   c. Survival phrases -- (Translations available in eleven languages for language cards).

   d. Basic Vocabulary for immediate communication.

   e. Language patterns upon which proficiency in English can be built.

4. How and when will a preliminary assessment for placement be made using the "LEP Assessment Inventory?"

LANGUAGES SPOKEN IN THE HOMES OF UTAH
March 30, 1980

Languages	Total Students
American Indian (Navajo, Ute, Piute, etc.)	4,696
Afrikaans	2
Taiwanese	3
Oriental	2
Cambodian	145
Chinese	417
Filipino (Philippine)	98
Hawaiian (Polynesian)	126
Japanese	532
Korean	248
Lao	682
Samoan (Polynesian)	173
Thai	123
Tongan (Polynesian)	499
Vietnamese	636
Ethiopian	1
Nigerian	37
Portuguese	79
Spanish	10,722
Swahilli	1
Turkish	1
Danish	128
Dutch	372
French	189
German	977
Greek	312
Italian	262
Polish	29
Norwegian	104
Swedish	117
Yugoslavian	5
Armenian	9
Arabic	34
Asian Indian	44
Iranian	96
Israeli	69
Pakistan	18
Persian	101
Finnish	16
Other European	98
Russian	21
Czechoslavakian	9
Hungarian	9
Basque	11
Belgian	3
Lebanese	15

CULTURAL DIFFERENCES

Of the many students of other ethnic heritages in our schools, the largest concentrations fall into three major groups: Asian, Hispanic, and American Indian. The scope of this project does not permit a detailed discussion of the various cultural characteristics of all of these. However, some preliminary insights into cultural highlights of each of these three major groups should be of some help to the teacher in establishing a classroom climate in which students of other cultural heritage backgrounds can be comfortable socially and thus have a better opportunity of maximizing the learning experience.

While the goal of moving each student toward English proficiency is paramount and the basic methods for doing so (in addition to communication of instructions in the student's own language where possible) are basically the same, the cultural needs vary widely. All should be supported in a feeling of pride in their cultural heritage and the contributions it has made to the society of man.

Some of the greatest difficulties encountered by all students seeking to learn English as a second language are: (1) mastery of those sounds in the English language that are not common to their first language, (2) understanding words that do not have exact equivalents in both languages, and (3) the differences in the order of words as they are commonly used in phrases in each language.

For those students who do have verbal communication skills in English, their degree of proficiency varies widely. Although they may appear to communicate quite well, an actual assessment of the number of words in their common usage vocabulary shows this to be quite limited, and even more so when adequate comprehension is also assessed. This vocabulary deficiency is reflected strongly in the student's reading and writing skills and thus in his ability to complete classroom assignments. It is often difficult for the teacher to assess this problem correctly since it would appear that if the student can speak English well enough to communicate with those around him, his failure to complete assignments is due to laziness or wilful resistance.

CULTURAL HIGHLIGHTS

As students of other ethnic heritages enter your classroom, bear in mind that many are in Utah for different reasons. Some have been forced to leave their homes as a result of war, some as a result of economic conditions, and others are in search of educational opportunity.

The majority of Asian students arriving daily in our schools are of refugee status and have suffered untold hardship and danger in the process of their escape from destruction and death in their homeland. Some of them hide a numbing sense of loss behind their usual radiant smiles coupled with fear and anxiety about an uncertain future. Most of them are unfamiliar with our way of life and have considerable difficulty in adjusting to American food.

The Hispanic students represent the largest group attending our schools. Although the majority seem to come from Mexico or the Southwest region of the United States, there are some students from South and Central America, as well as those of the Caribbean countries. Sometimes these students are treated as children from Mexico and asked to make cultural presentation on Mexico in their classes. This is extremely offensive to some parents and confusing to the students as they may know as much about Mexico as an Anglo American may know about England. Because of the dark complexion, some Mexican Americans are considered Mexicans even though they may be several generations Americans of Mexican descent. Although many speak Spanish and keep customs closely related to their heritage, they have never been to Mexico. It is suggested that you ask children what their cultural roots are before you ask them to make a presentation about the land of their birth.

The situation of American Indian students is unique in that many are coping with the transition into an urban way of life as compared to the vastly different security of the extended family society on the reservation from which they come. Most Indians who live off the reservation still maintain close ties to their former home and their clan affiliation.

Many of the Asian, Hispanic, and American Indian students have a language barrier problem. However, they are anxious to learn the new language as quickly as possible and will work diligently toward that goal. They generally believe that learning the English language will not only enable them to have greater self esteem by doing their lessons well, but will also enhance their social acceptance by their peers.

Language instruction for them should be kept simple; words that can be used immediately in the school setting should be taught for relevancy to their new environment. Other students should be encouraged to interact with them and help them feel at home so that they can use English in a natural setting.

Smiling, which is the universal show of friendliness, will help to ease language and cultural barriers. Whenever possible, school personnel should take the initiative in acquainting themselves and establishing rapport with these students. Get another student who is bilingual to befriend a non-English speaking student.

It is important to remember these students are as nervous initially as you are because of not knowing quite what to expect. Befriending them will alleviate many of their fears.

THE FIRST DAY

Usually the student to be enrolled is accompanied by an adult who carries or can provide upon request the essential statistical information of place and date of birth, health history and immunization, prior school experience, the names of parents or guardians, home address and telephone number and any other pertinent information for the Indochinese students. Be sure to obtain the I-94 number in addition to the above.

It is good fortune indeed if the accompanying adult can speak both English and the other language; but, if not, an attempt can be made to obtain an interpreter. Perhaps the school district has staff persons available who can provide this service. Other alternatives can be a bilingual community volunteer or other bilingual student in the school who can speak the same language.

A good activity for the first day is to take the student on an orientation tour of the school using the "Orientation to the School" tape in his native language. This can be done by the principal, teacher, secretary, and/or other assigned student "buddy." It is usually very helpful if the adult who accompanied the student to be enrolled in school can be included in the tour as a bridge of security while the student is exploring the new environment. If language communication is a problem, much understanding can be conveyed by demonstration, action, modeling, and expression. Various adults within the school staff can be contacted along the way; such as the nurse, cooks, plant engineer, etc. With a little prior planning and ingenuity, they could be prepared for such visits with planned ways of demonstrating their role and showing their areas of operation.

On the first day, contact should be made with the Bilingual Education Program Director through the principal in order to request the administration of a test to determine the English language proficiency of the student. If a Bilingual Education Program is not established in the district, perhaps a person within the school who has been provided with some special inservice training can administer a brief screening inventory such as the LEP Assessment Inventory (Holt, Gudmundson), or a district organized informal interview to determine if the student has some degree of English language proficiency or understanding. Some other validated tests also available for this purpose are: Language Assessment Scale Test (LAS), Bilingual Syntax Measure, and Boehm Test of Basic Concepts. Also available and in process of validation is the Donaldson English Language and Proficiency Test.

The district should be contacted to obtain Bilingual materials such as the Orientation Instruction Tapes in the student's native language, Survival Phrases, Total Physical Response Booklets, picture association vocabulary cards, a basic ESL book for language structure and pattern (see listing at bottom of page*), and other available materials. Lacking some of these resources at the district or school level, contact can be made with the Utah State Office of Education Program.**

* Cambodian, Korean, Laotian, Mandarin Chinese, Navajo, Persian, Spanish, Thai, Tongan, Vietnamese

** Bilingual Education Specialist, 533-6040

PURPOSE OF SCHOOL ORIENTATION TAPE

The orientation tape was developed to assist the teacher in acquainting each new LEP student with the facilities of the school. It is suggested that if there is another student in the school who speaks the child's native language and English that this student be invited to accompany the teacher and the new student on the tour of the building. He can act as an interpreter on the tour if additional questions arise and his presence might also help the new student feel more at ease.

You will first hear a welcome message in the student's native language. The tour guide must then listen for the directions in English which instruct him when to go to the next point on the tour. Be sure to shut the tape off until everyone has arrived at the designated area.

ORIENTATION TO THE SCHOOL

Welcome to our school. An exciting experience is here for you. You will be making new friends, learning about new customs, and learning to speak a new language. To help you become acquainted with our school, we are going to take you on a short tour of our building.

We want you to feel at home in your new surroundings. We think we have a great school and we want you to like it. You will be a very important person here.

Not only will you learn many new things about our customs, but we hope you will want to share with us many of your customs. We want very much to learn from you. When you hear this sound (gong), it is your signal to stop the tape until you reach the next point on your tour.

Now Go to the Office

One of the busiest spots in our school is the office. This is where the secretary works. She is a very helpful person. Whenever you need to buy a lunch ticket you will come to her. Also, if it is necessary to use the telephone, you must first ask your classroom teacher. She will give you a telephone pass which you must show to the secretary before using the phone. She will help you use the telephone if you have trouble dialing.

If you are ever hurt and your teacher is not available, go to the office; and the secretary, the principal, or another teacher will help you when the school nurse is not in the building.

This room is the principal's office. The principal is in charge of the school. There may be times when you need to talk to the principal. You will find this person to be very kind and also willing to help with any problems that you may have. We want you to feel welcome in our school. Whenever you see the principal, be sure to say "hello."

Now Go to the Lunch Room

This is our lunch room. Sometimes it is called a cafeteria. Here we are served a hot lunch every day. This lunch includes milk, fruit, vegetables, meat, and bread. We feel it is necessary to good health to eat the right foods.

We would like you to eat everything on your tray unless it is against the customs of your country to eat certain foods. If you wish to bring your own lunch from home, this is permissible. Sometimes you may be anxious to rush outside to play and leave some of your food. The food that is left will be thrown away and wasted. We would encourage you to eat your lunch slowly because there is always enough time to run and play when you are finished.

Now Go to the Gymnasium

This is our gymnasium. Sometimes we call it a gym for short. We come here for movies and programs. We also use it for our physical education classes if it is too cold to go outside and play.

Here you will learn to play many fun games. Some of the games you may already know how to play, but you will also learn many new activities. Perhaps sometimes you can teach your class how to play games which you played in your country.

Now Go to the Crafts Room

This is the crafts room. Children come here in small groups to make different things. At times you will be working clay modeling, pottery, and liquid plastics. At other times you will be doing basket weaving and painting ceramics. Everyone must learn to clean up the room when he has completed a project. You will really have a lot of fun here.

Now Go to the Playground

This is our playground. This is where the children play when they are not in class. Your teacher will tell you when your class plays at recess time and lunch time. It is important that you go outside to play when the weather is good because fresh air and exercise are very necessary to your growth.

If you are ever lonely and unhappy for any reason, be sure and let the teacher know because the children are anxious to be your friend. The teacher can help you find friends. Be sure to tell the children your name and ask them their name. We encourage all our students to be good citizens. This means to play fair and be thoughtful of the other children on the playground.

Now Go to the Restroom

This area is called by many names. You will hear it called the restroom, the bathroom, and the lavatory. It is very important that we all remember to flush the toilet when we are finished. It is also important

that we wash and dry our hands after using the toilet. The paper towels in the metal boxes are to be put in the wastebasket after drying your hands. Never put paper towels in the toilet. Everyone likes a clean restroom, so it is important that we all help.

Now Go to the Resource Room

This is the resource room. Children who need special help in such subjects as reading, math, and spelling come here to work in small groups or to work individually with the teacher. Some children may spend several hours here. There are many interesting teaching machines, books, games and other types of materials in this room to help make learning fun.

Now Go to the Media Center

This is the Media Center. You may also hear it referred to as the library. We have many hundreds of books here, as well as filmstrips and pictures. We have listening centers where you will use many different types of equipment such as records and cassette tapes. We think you will enjoy visiting our Media Center with your class. There may be times also when you may want to come by yourself or with a friend.

PURPOSE OF THE
PRELIMINARY LIMITED ENGLISH PROFICIENCY ASSESSMENT INVENTORY

The LEP Assessment Inventory is designed to rapidly evaluate whether the student has some listening comprehension skills, some knowledge of isolated vocabulary and structure, or no knowledge of English. It is in no way a comprehensive analysis of the student's English ability. The time required to administer this test will vary according to the individual student's language exposure. It can usually be administered in 10 to 15 minutes.

The test consists of four areas:

1. Personal interview.

2. Listening comprehension: Evaluated by observing the student's ability to respond physically to commands.

3. Vocabulary: Identification of objects and people that are common to the immediate environment of the LEP student.

4. Listening and Oral Response: This section is for the more advanced student. It briefly identifies the LEP student's understanding of days of the week, conditions and feelings, locations, and occupations.

Holt-Gudmundson [1]
PRELIMINARY LEP ASSESSMENT INVENTORY

SECTION I

Part I. Personal Interview Examiner _____

Questions: Date _____

1. What is your name? _____

2. How old are you? _____

3.* What is your father's name? _____

4.* What is your mother's name? _____

5.* Do you have any brothers or sisters? _____

6.* How many brothers and sisters do you have? _____ Brothers _____ Sisters

7. What street do you live on? _____
   What is your address? _____

8. What is your telephone number? _____

9. What is the name of your teacher? _____

10. What grade are you in? _____

11. What is the name of this school? _____

Comments:

*Because of the unique situation of some of the refugees, questions 3-6 may cause an emotional reaction if families have been separated. These questions could be eliminated. This particular information may be obtained from the enrollment slip.

[1] Copyright ©

SECTION I

Part II. Listening Comprehension and Total Physical Response

Child _____

Date _____

Realia: Pencil, paper, book

Commands:	Right	Wrong
1. Please stand up.	_____	_____
2. Walk around your chair/desk/or table.	_____	_____
3. Walk to the window.	_____	_____
4. Now go to the door.	_____	_____
5. Open (or close) the door.	_____	_____
6. Come here, please.	_____	_____
7. Please sit down.	_____	_____
8. Raise your right hand.	_____	_____
9. Touch your left foot.	_____	_____
10. Point to the floor.	_____	_____
11. Pick up the pencil.	_____	_____
12. Write your name at the top of this paper.	_____	_____
13. Put an X at the bottom of the paper.	_____	_____
14. Open the book to page 6. (Place the book in front of the student)	_____	_____
15. Put the paper in the book.	_____	_____

Total Possible (5 X 15) = 75

Student Score _____

SECTION I

Part III. Picture Cued Vocabulary Test

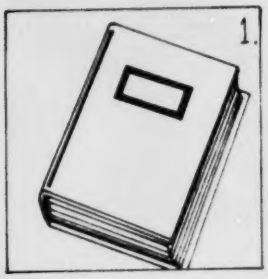
Child _____

Date _____

		Right	Wrong			Right	Wrong
1.	Book			26.	Bus		
2.	Pencil			27.	Fire Engine		
3.	Chair			28.	Football		
4.	Desk			29.	Pants		
5.	Scissors			30.	Shirt/blouse		
6.	Piano			31.	Skirt		
7.	Table			32.	Dress		
8.	Children			33.	Shoe		
9.	Money			34.	Mittens		
10.	House			35.	Policeman		
11.	Key			36.	Mailman		
12.	Window			37.	Doctor		
13.	Television			38.	Dog		
14.	Telephone			39.	Cat		
15.	Bed			40.	Horse		
16.	Lamp			41.	Gum		
17.	Spoon			42.	Cake		
18.	Comb			43.	Milk		
19.	Towel			44.	Fish		
20.	Knife			45.	Apple		
21.	Glass			46.	Carrot		
22.	Tree			47.	Thumb		
23.	Car			48.	Foot		
24.	Bicycle			49.	Nose		
25.	Airplane			50.	Eye		

Total Score (1 X 50) _____

Part III. Picture Cued Vocabulary Test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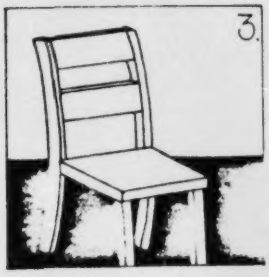
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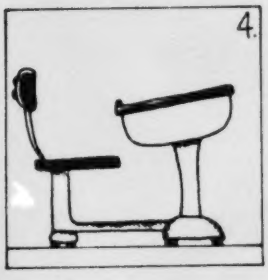
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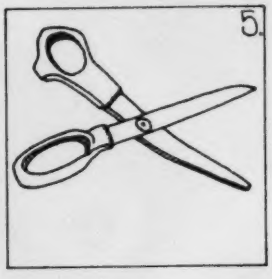
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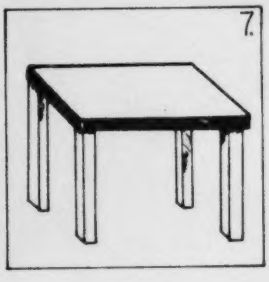
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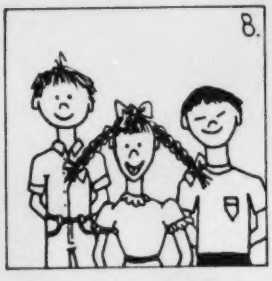
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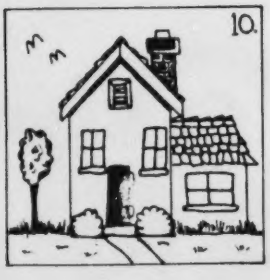
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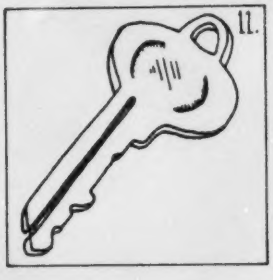
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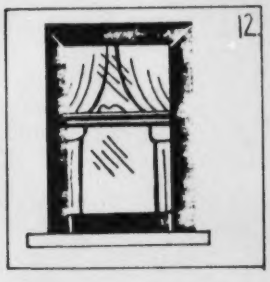
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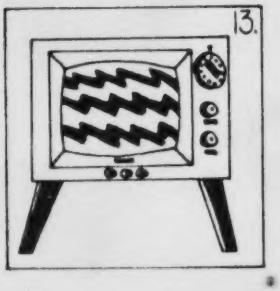
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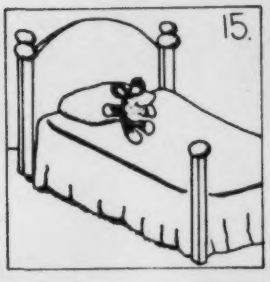
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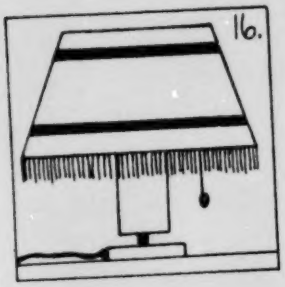

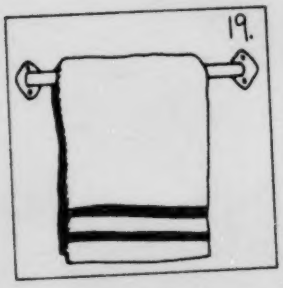

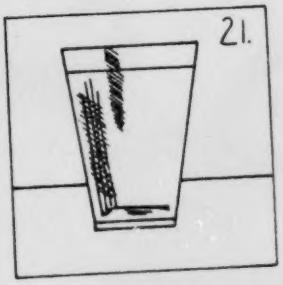

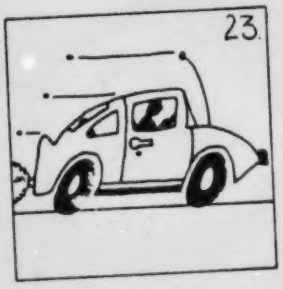

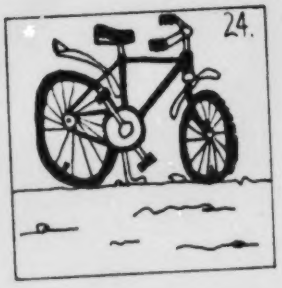

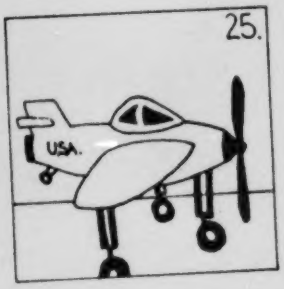

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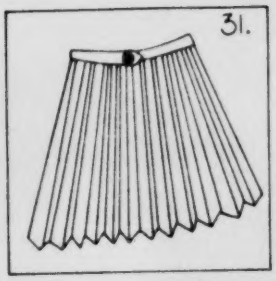

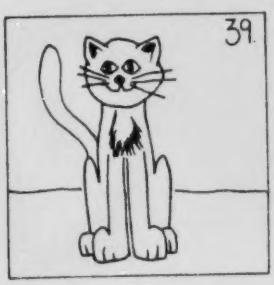

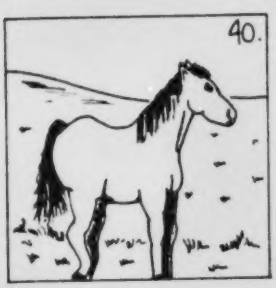

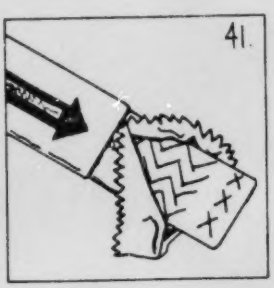

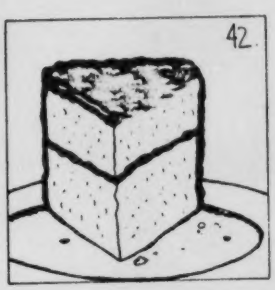

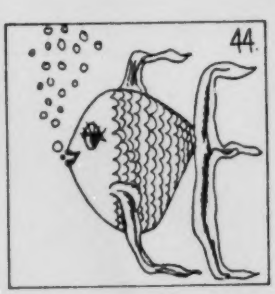

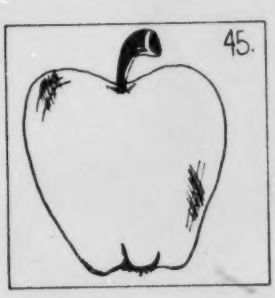

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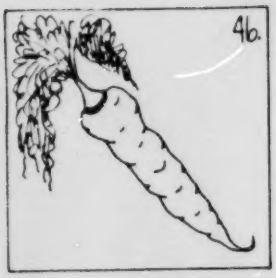

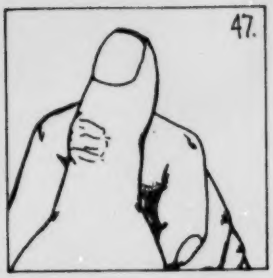

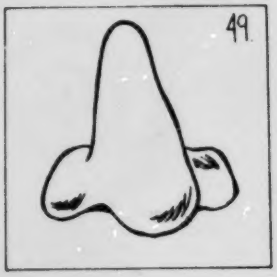

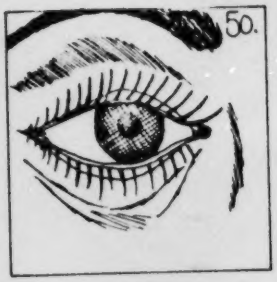

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SECTION I

Part IV. Listening and Oral Response
(For more advanced students)

Child_____

Date_____

Questions:	Correct on 1st Cue	Correct on 2nd Cue	Wrong or Unintelligible
1. Is today Saturday?			
2. What day is it?			
3. Is it warm or cold outside?			
4. What language do you speak?			
5. What (state or country) did you come from?			
6. What city do you live in now?			
7. What is the name of this school?			
8. Do you walk to school or ride a bus?			
9. Can you read English?			
10. How did you come to Utah (or other state): by bus, car, airplane, etc.?			

For additional in-depth evaluation of the student's proficiency, the following tests are suggested:

Bilingual Syntax Measure

Barina K. Burt, Heidi C. Dulay and Eduardo Hernandez Ch.

This test can be used to provide an overview of the student's knowledge of the basic structure of language (English and Spanish). Some districts use it for a preliminary screening device. It emphasizes measurement of the structure of words and how sound changes in words give different meanings. It also measures knowledge of meaning that is influenced by the order of words in sentences.

In the Bilingual Review, Volume III No. 3, Sept.-Dec. 1976, Page 275, Charles Stansfield of the University of Colorado at Boulder wrote, "It is easy to administer and score and children react with enthusiasm to it. Because of these achievements, the Bilingual Syntax Measure is probably the best test of language dominance or proficiency in children available at this time."

BINL - Basic Inventory of Natural Language

Charles H. Herbert. San Bernardino, California: CHEC Point Systems, 1977

The BINL (Basic Inventory of Natural Language) is designed to assess syntactic proficiency and dominance. While basically for Spanish and English, it has also been used to test proficiency in Portuguese, Italian, French, Chinese, Tagalog, and Vietnamese, and is therefore an alternative to the MAT-SEA-CAL for some of these languages. It is one of the best proficiency measures on the market today.

One of the unique features of this test is the manner in which it gathers linguistic data on the language learner. Several children are joined in a small group and asked to describe several pictures which they may select from among the numerous ones included in the kit in the form of Talk Tiles, Story Starters, and Sequence Pictures. The teacher records student interactions on a cassette recorder, for later written transcription onto the Individual Oral Score Sheet. The administrator selects at least ten sequential sentences produced by a single student for grammatical analysis.

Boehm Test of Basic Concepts

Strengths

It has been translated into 31 languages:
Parts A 1 and A 2 are used for English.
Parts B 1 and B 2 are translated into different languages.
Student must understand English in order to follow instructions.
Statements briefly describe the pictures and instruct the students to make the one that illustrates the concept being tested.
Although it was originally written for K-2 students, it can be used for K-12 as a language dominance test.

Boehm Test of Basic Concepts - Continued

Disadvantages

It takes an hour to administer, although instructions indicate that it takes 20 minutes or less.
It deals mainly with prepositions and simple vocabulary.
Tapes are many times not 100% accurate.
Some tapes are hard to understand. Poor recording.
It tests listening comprehension only.

Ilyin Oral Interview
Donna Ilyin. Rowley, Massachusetts: Newbury House Publishers, 1976.

Of the various skills involved in teaching foreign languages including English, speaking is the most complex. The same is true of testing. It is for this reason that few useful tests can be found which measure speaking ability. Thus, when such a test becomes available we should welcome it but also take a careful look at its contents, development and limitations.

Donna Ilyin's Oral Interview is a carefully designed set of materials to be used in measuring a person's ability to communicate in English in a question and answer situation. The test is meant to be used for placement of beginning and intermediate level ESL (English as a Second Language) students in adult, junior high, secondary and upper elementary school programs. Moreover, it can be used for diagnostic purposes by providing information about difficulties students have with the spoken language.

The test's two main advantages are that it does not depend on the student's ability to read or write English and that it requires only one examiner. The first is the result of the picture format the test uses and the second stems from its objective scoring system. The test is composed of a series of 50 questions and answers based on the sketches. There are two forms of the test called Bill and Tom from the names of the main character in each sequence of pictures. The questions progress from simple to difficult based on previous experience with the test and there is also a 30 item version using a selection of the most discriminating items from the total. This version is meant for more advanced students. The scoring system is numerical with 2, 1 or 0 points assigned for each response. The total possible score, then, is 100 points for the full test and 60 points for the shorter version.

Language Assessment Scales, LAS I for Grades K-5, English/Spanish. 2nd Ed.
Edward De Avila and Sharon E. Duncan. Corte Madera, California: Languametrics Groups, Inc., 1977.

The Language Assessment Scales (LAS) identifies limited or non-English-speaking children who either need or could benefit from these programs. But in reality the best use of this test is to aid the classroom teacher in identifying language problems and provide LAS activities which can be utilized to correct deficiencies. Each test item is cross-referenced with recommended activities. In this respect, this text is a useful diagnostic-prescriptive tool. Its goal is to assess the student's capabilities in what the authors label as the four primary subsystems of

Language Assessment Scales, LAS I - Continued

language: Phonemic, referential (lexicon), syntactical, and pragmatic (the use of the language).

MAT-SEA-CAL

Joseph and Betty Mattluck

MAT-SEA-CAL is a series of oral proficiency tests in six languages which were developed under the auspices of the Center for Applied Linguistics and the Seattle Public Schools and with the Assistance of the Center for Research Services for Multicultural Education.

The prototype is an English test totally oral, for use in the early grades (K-4) designed 1) to determine the child's ability (a) to understand and produce the distinctive characteristics of spoken English, (b) to express known cognitive concepts, and (c) to handle learning tasks in English; and 2) to provide placement and instructional recommendations with respect to alternate programs, such as special English instruction and bilingual education.

Modes. Each test uses various modes of assessment: Listening Comprehension, Sentence Repetition, Structured Response.

The test can be obtained from Dr. Thomas Bell, College of Education, University of Idaho, Moscow, Idaho. It is necessary to receive training in the administering and correcting of the test before it can be obtained.

Donaldson English Language Proficiency Test (DELPT)

Several school districts are using the Donaldson English Language Proficiency Test which was written by Judy Donaldson, an ELS specialist of the Granite School District. The test has not been scientifically validated at this time, but it gives a reasonable overview of a student's proficiency in the following categories:

Test I	Auditory Discrimination	# Correct_____	%	Level	
Test II	Listening Comprehension	# Correct_____	%	Level	
Test III	Speaking Ability	# Correct_____	%	Level	
Test IV	Basic Reading Skills	# Correct_____	%	Level	
	Part 1 or 2 (Circle the one used)				
Test V	Handwriting Skills	# Correct_____	%	Level	
Test VI	Spelling	# Correct_____	%	Level	
Test VII	Quick Word Comprehension	Grade Level_____			
Test VIII	Oral Reading Comprehension	Grade Level_____			
Phonics and Vowels - Need help_____		No help needed_____			

TOTAL PERCENT SCORE:
80 - 100% = PROFICIENT LEVEL
60 - 79% = TRANSITIONAL LEVEL
0 - 59% = NON-PROFICIENT LEVEL

Total Proficiency Level = _____
Language Interference - _____(yes or no)

INSTRUCTIONS FOR STRENGTHENING LISTENING
COMPREHENSION THROUGH TOTAL PHYSICAL RESPONSE

We are all aware of the frustrations children experience upon entering a new environment. This frustration is even greater when the student is one who does not speak (or fully understand) English. In order to help the LEP students adjust more quickly (or even survive), an effort has been made to compile a list of terms, commands and expressions which teachers use daily for giving instructions and for directing various activities within the school.

The objective of the section on Total Physical Response (TPR) is to improve the student's listening comprehension. This is the first step in learning a second language (or any language). The students are not expected initially to repeat any of the commands or phrases. It is very important that the teacher give only one command at a time. To prepare the student for responding physically to the command, it is recommended that the teacher either model the command as it is spoken or designate a student to be the model. Because many of the students in a classroom do not immediately follow commands, the person modeling should either be sitting or standing next to the LEP student. To avoid confusing the student, the teacher must use the same word structure each time a specific command is given. Variation of intonation and stress are very essential in conveying specific meaning to each command.

Some of the commands most frequently used are listed below. A Total Response Booklet (TPR) containing dialogues for teaching TPR may be obtained from the Utah State Office of Education, Division of Program Administration.

Stand up please.

Sit down.

Turn around.

Raise your left hand.
right hand.

Turn to page _____.

Fold your arms.

Sit up straight.

Cross your legs.

Put your hands in your lap.

Put your feet together.

Put your feet under your chair.
(desk)

Open your book to page _____.

Please be quiet.

Close your eyes.

Line up.

Follow me.

Put your books in your desk.

Take your turn.

Face your partner.

Stand in front of John.

Stand in front of your chair.
(behind) (desk)

Now face me.

Put your arms down to your sides.

Wash your hands.
(dry)

Please come here.

Pick up your pencil.

Write your name at the top of your paper.
(bottom)

Draw a circle around the answer.
(line) (under)

Put an X on the right answer.

Watch me.

Bring your book to me.
(paper)

Give it to John.

COMMANDS TOTAL PHYSICAL RESPONSE TEST

Name: _____
Date: _____

Instructions: The student should respond physically (not orally) as the examiner gives each command. Check the appropriate column after each response. If the student shows deficiences, the teacher should reteach in those particular areas and then retest the child again.

Materials needed: Coat or sweater, hanger, sheet of paper with child's name on it, ball, play telephone, chair.

	Incorrect or No Response	Partially Correct	Completely Correct
1. Clap your hands.			
2. Fold your arms.			
3. Cross your legs.			
4. Sit up straight.			
5. Stand up.			
6. Reach up high.			
7. Swing your arms.			
8. Stop.			
9. Raise your left hand.			
10. Raise both hands.			
11. Hop on one foot.			
12. Hop on the other foot.			
13. Jump up and down.			
14. Hop on your right foot.			
15. Stand in front of me.			
16. Stand in back of me.			
17. Stand on my right side.			
18. Stand on my left side.			
19. Stand still.			
20. Go to the window.			
21. Open the window.			
22. Close the window.			
23. (Examinder hands child a coat or sweater.)			
24. Put on the coat.			
25. Take off the coat.			
26. Hang the coat on a hanger.			
27. Hang the coat on a hook.			
28. (Examiner hands the telephone to the child.)			
29. Dial the telephone.			
30. Go to the back of the room.			
31. Come to the front of the room.			
32. (Examiner hands child a paper with his name printed on it.)			
33. Circle your name.			
34. Draw a line under your name.			
35. (Test on playground or in gym. Examiner has ball.)			
36. Pick up the ball.			

	Incorrect or No Response	Partially Correct	Completely Correct
37. Throw the ball to me. (Return to child.)			
38. Kick the ball to me.			
39. Catch the ball. (Throw to child)			
40. Follow me. (Walk in a circle.)			
41. Watch me. (Walk in a circle.)			
42. Run to the swings.			
43. Skip to me.			

DEVELOPMENT OF SPEAKING SKILLS THROUGH LANGUAGE PATTERNS

As infants, children learn their first language by listening and imitating the speech sounds and patterns. They are constantly reinforced and rewarded for their efforts by members of their family and environment. By the time they enter school they have had a minimum of five years experience in developing language skills and have acquired a rather sophisticated command of their language.

Likewise, learning a second language also requires much exposure and practice. Consequently, the time devoted to teaching a second language must be efficiently spent if the student is to move ahead rapidly in acquiring some degree of mastery. Mastery must not only include internalizing speech sounds, but linguistic patterns and their meanings.

In order to assure student progress the teacher must use a sequential approach which provides continuing opportunities for repetition. The emphasis must be placed on learning the basic patterns rather than the acquisition of a large vocabulary of isolated words. Learning words is not learning a language, because the student will not be able to use words effectively until they gain reasonable control of the sentence patterns. It is not enough to learn a list of new words without learning their meaning in context, because a word is not really a part of one's vocabulary until it can be used automatically in natural situations. New words can always be taught as the need arises, but a continuous effort must be made to systematically teach relative structure.

The curriculum of the lower elementary grades allows the teacher to use many teaching approaches. This is important because the attention span of young children is very short. The many activities used by teachers in the lower grades such as experience charts, field trips, dramatization, puppets, singing and games provide excellent opportunities for self-expression and for sharing and asking questions. Using these approaches often will facilitate mastery of the oral language. The use of visual aids and other realia at all levels will enhance comprehension and generate discussions. Within each classroom there already exists materials that can be easily adapted to teaching the LEP student the basic communication skills.

The accompanying list of materials have been used in many classrooms successfully and are typical of many others available. (See Page 33)

SURVIVAL PHRASES

Several years ago a survey was taken by a teacher, Louise Holt, in some of the Provo Elementary Schools. At each grade level the teachers were asked to list the phrases necessary for the LEP student's immediate survival with the classroom environment. These became a very important part of the Provo ESL Kit in assisting the LEP students to learn to communicate immediately the very basic needs.

The "Survival Phrases" contain Requests such as "May I go to the bathroom?" and Feelings and Conditions such as "I'm sick," etc. In addition to these there are other categories, questions, statements, and the social expressions. Once these are learned the teacher can add any additional phrases as the need arises.

Translations for all the various languages and pictures for the Language Master Cards can be obtained from the Utah State Office of Education.* These phrases are to be recorded on Language Master Cards as well as cassette tapes. The students should hear the phrases first in their native language then followed by the English equivalent, repeated two times. To record tapes and cards, it will be necessary to obtain the assistance of someone in the community who speaks the student's native language. However, many of the districts have already prepared these tapes and cards so it is recommended that you first contact your district office.

SOCIAL EXPRESSIONS

Objective: To help the student learn how to introduce himself, to bid farewell, and to express common courtesies.

1. The teacher should model the phrases and have students repeat.
2. Students should practice the phrases with other students.
3. Students can then drill the phrases using language master cards.

GETTING ACQUAINTED EXPRESSIONS

Hello	How are you?
Hi	I'm fine, thank you.
What's your name?	How old are you?
My name is _____.	I'm _____ years old.

* Cambodian, Korean, Laotian, Mandarin Chinese, Navajo, Persian, Spanish, Thai, Tongan, Vietnamese

TAKING LEAVE EXPRESSIONS

Good-bye

Bye

I'll see you in the morning.
tomorrow.
after school.
at _____o'clock.
after lunch.
at recess.

COURTESY EXPRESSIONS

Thank you.	Please.
You're welcome.	Excuse me.
May I please go?	I'm sorry.

REQUESTS "MAY I"

Many times each day you will want to ask permission to do something. To help you ask permission in English you will first hear what you want to say in _____ and then repeated in English. Notice that whenever we want to ask permission in English, we start with "May I."

May I go now?	May I get a drink of water?
May I go to lunch?	May I use the telephone?
May I go to the restroom?	May I play with the jump rope?
May I color?	May I play with the ball?
May I call my mother?	May I have a turn now?
May I paint now?	May I take this book home?
May I sharpen my pencil?	May I go to the library?

FEELINGS AND CONDITIONS

Sometimes you will have problems that you will want to tell your teacher in English. Your teacher will want to know if you are tired or sad. To help you tell her how you feel, you will first hear what you want to say in _____ and then repeated twice in English.

I'm thirsty.

I'm hungry.

I'm happy.

I'm cold.

I'm sick.

I'm tired.

I'm bleeding.

I'm lost.

I'm scared.

I'm hurt.

I'm hot.

I'm lonely.

I'm angry.

I'm sad.

QUESTIONS

Objective: To teach the student how to ask pertinent questions. Use language master cards for drill.

What's this?

Where are you going?

Did you take the ball?

What are you doing?

How do you feel?

What do you need?

What do you have?

What do you want?

How many _____ do you have?

Where should I sit?

Where's the paper?

Where's my book?

Where do I put my coat?

Where do I put my work?

Which is my bus?

Where do I go now?

When is it time to go?

What did you say?

What can I do now?

STATEMENTS AND REQUESTS

Objective: To teach the student how to express key statements and how to make requests using "will." Use language cards for drill.

Statements

I don't know how.

I don't know the answer.

I missed my bus.

I need some paper.

I can't find my pencil. I have the book.

I found my coat. I want the ball.

Requests

Will you please help me?

Will you play with me?

Will you please show me?

BASIC LANGUAGE PATTERNS

Some of the primary language patterns which should be taught from day one are included in the following list. These are presented in detail in Introducing English published by Houghton Mifflin. A time plan for introducing them should be considered in order to meet the needs and abilities of each LEP student.

		Example
1.	I have the (vocabulary). I want the (vocabulary). What do you have? What do you want?	I have the swing. I want the slide. What's this? It's a (vocabulary). It is a (vocabulary).
2.	This is a (big-little) (vocabulary). That is a (big-little) (vocabulary).	This is a little girl. That is a big boy.
3.	I am (vocabulary-feelings).	Are you (feelings).
4.	This color is (name color). It's (color).	This color is red. It's red.
5.	He is a (vocabulary-occupations). She is a (vocabulary).	He is a teacher. She is a nurse.
6.	(We-they) are (vocabulary).	We/they are doctors.
7.	I put the (vocabulary) (on, in, under). You put the (vocabulary) (on, in, under).	I/you put the chair under the table.
8.	These are (vocabulary). Those are (vocabulary).	These are running. Those are jumping.
9.	The (noun) is (big-little). It's (big-little).	The book is little. It's little.

11.	(He-she-you-we) (has-have).	He has three buttons.
12.	What is (he-she) doing?	
13.	How many (vocabulary) do you have?	How many pencils do you have?
14.	Find the (adjective) (vocabulary). Draw a (circle-line) (around-under) the (adjective) (vocabulary).	Find the red dress. Draw a circle around the big dog.
15.	(Pronoun-name) (is-going-went) to the (vocabulary) (today-yesterday).	Michael is going to the store today.
16.	(Pronoun-name) (has-have-see(s)-count(s)-want(s), present-past tenses).	Mary wants six dresses. She had four skirts.
17.	Answer to question:	When do we eat (breakfast-lunch-dinner). We eat (breakfast) in the (morning).
18.	Is it a(n) (adjective) (vocabulary)? Yes, it is.	Is it a yellow dress? Yes, it is. No, it's not. It's a (adjective) (vocabulary).
19.	Are you (adjective)? Yes, I am. No, I'm not. I'm (adjective).	Are you sleepy? Yes, I am. No, I'm not. I'm tired.
20.	Look at the (vocabulary). Give the (vocabulary) to (pronoun-name). Bring the (vocabulary) to (pronoun-name).	Look at the fireman. Give the book to John. Bring the book to me.

Name:_____

STUDENT PROGRESS PROFILE

REQUESTS "MAY I"

Directions: As the teacher points to a picture cue card the student must be able to give the corresponding request in English. If the child shows deficiences, the teacher should reteach and then retest again.

		Unable to Give Request	Gave Partial Request	Complete Intelligible Request
1.	May I go to lunch?	_____	_____	_____
2.	May I go to the restroom?	_____	_____	_____
3.	May I color?	_____	_____	_____
4.	May I call my mother?	_____	_____	_____
5.	May I paint now?	_____	_____	_____
6.	May I sharpen my pencil?	_____	_____	_____
7.	May I get a drink of water?	_____	_____	_____
8.	May I use the telephone?	_____	_____	_____
9.	May I play with the jump rope?	_____	_____	_____
10.	May I play with the ball?	_____	_____	_____
11.	May I have a turn now?	_____	_____	_____
12.	May I take this book home?	_____	_____	_____
13.	May I go to the library?	_____	_____	_____

STUDENT PROGRESS PROFILE

FEELINGS AND CONDITIONS

Directions: As the teacher points to a picture cue card, the student must give the corresponding response in English. If the child shows deficiences the teacher should reteach and then retest the child.

		Unacceptable Response	Acceptable Response
1.	I'm thirsty.	_____	_____
2.	I'm hungry.	_____	_____
3.	I'm happy.	_____	_____
4.	I'm sick.	_____	_____
5.	I'm cold	_____	_____
6.	I'm tired.	_____	_____
7.	I'm bleeding.	_____	_____
8.	I'm lost.	_____	_____
9.	I'm scared.	_____	_____
10.	I'm hurt.	_____	_____
11.	I'm lonely.	_____	_____
12.	I'm hot.	_____	_____
13.	I'm angry.	_____	_____
14.	I'm sad.	_____	_____

ESL MATERIALS

Survival Kit - Louise Holt, Holly Gudmundson
Provo School District
280 West 940 North
Provo, Utah 84601

Orientation to School Tapes:

Available in 11 languages with English.

Survival, Taking Leave and Courtesy Expressions

May I - Social Expressions
Statements and Requests
Feelings and Conditions

W H Questions

Teach each expression one at a time.

Economy Company
P.O. Box 25308
Oklahoma City, OK 73125

Language Development Cards A and B

Pocket Charts (Calendar, Weather and Special Days)

Hap Palmer Records
Educational Activities, Inc.
Box 392
Freeport, NY 11520

Learning Basic Skills Through Music

Houghton Mifflin Co.
777 California Avenue
Palo Alto, California 94304

Getting a Head Start

Big Book for Getting a Head Start

Pictures and Key Cards for Getting Ready to Read

The Scribbler's First Copy Book
by Joanne Wylie
Published by Western Publishing Company, Inc.
Racine, Wisconsin 53401

Trace letters and practice writing.

This book is designed to help a child get ready to write. The basic content of the book is the alphabet with capital and small letters and the numerals 1-9.

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Peabody Language Development Kit Level #P

Manikin clothing
Posters to stimulate conversation
Fruits and vegetables (also helpful to teach colors and texture)

This kit focuses on reception, expression, and conceptualization. The kits stress overall oral language development. They include manikin clothing, posters to stimulate conversation, and fruits and vegetables which are also helpful to teach colors and texture.

Peabody Articulation Cards

Set of picture stimulus cards

These cards are resource file of 324 picture stimulus cards (7" x 9"). The subject of the picture is identified on the back of each card.

Developmental Learning Materials
7440 North Natchez Avenue
Niles, Illinois 60648

Laminated clock: one side teaches the hours, the other side teaches hours and minutes.

On one side of the clock there are color and five-minute number clues; while on the other side there are no clues for telling time. Times may be written in the space below each clock.

Clock puzzles

Practice time and numbers

The cards are die-cut into two sections. The top section shows a clock face and the bottom states the time. Top and bottom

sections interlock only if they belong together, so the puzzles are self-correcting.

Coins and bills

Practice value of money and numbers

These cardboard and paper facsimiles of U.S. money teach students money-value concepts and transactions involving money.

Consumer Sequential Cards
Halves to Whole Cards

Student has to find right halves to make a whole picture.

These visual-sequencing cards encourage language development. There are five sequences of six photos each: pay phone, soft-drink machine, fast-food restaurant, ice-cream parlor, and gas station.

Word Picture Dominoes - Phonics

Student has to match sounds or pictures.

With this set of dominoes, the student matches the picture with the printed word naming the object or with another picture.

Word Picture Dominoes - Sight Words

Student has to find the word to match the picture.

Students may match a picture with another picture or with the printed word naming the item.

Body Parts Dice Game

Also in Spanish

This game teaches and reinforces the names of 21 body parts.

Teaching Resources Corp.
100 Boylston Street
Boston, Massachusetts 02116

Singulars and Plurals

Picture cards present singular and plural forms of objects.

These sets are designed to develop language and classification skills. Each set consists of picture cards that present singular and plural forms of objects.

Teaching Resources Corp. - Continued

Opposites Picture Cards

These cards are designed to develop an understanding of words with opposite meanings.

STEP Manip-U-Lock
South Complex
Paine Field
Everett, WA 98204

Numbers
Letters

(accompanied by math and language boards)

Numbers - Ways to use them:

Drills
Dots to get value concept
Actual numbers
Exercises with addition, subtraction, division, multiplication

Letters - Ways to use them:

Recognize alphabet
Write words shown by picture strips
Trace letters over paper placed on word strip

Copy written word on notebook

The STEP language math and visual perception programs help the students gain their initial experience with number facts and concepts as well as written language through learning experiences which are self-correcting and manipulative. Number, letter, and perceptual pieces fit their respective mathematic, language, and perceptual boards only when learning choices are correct.

The language board is a plastic molded frame with 26 spaces for the upper or lower case letters. The pictures represent words beginning with the appropriate sounds. Each of the programs contain high frequency words selected from a pattern. Tracing paper is available for the child to trace completed words from the strips for added reinforcement. This program helps the child with the basic operations of decoding and encoding words. The math programs consist of sequential sets providing children with practice in counting, addition, subtraction, multiplication, division, telling time, working with money, metrics, and more. The perceptual tasks board develops pre-reading and math skills. The student learns fine motor coordination and visual sequencing.

Phonetics Factory
Ideal School Supply
P.O. Box 95605
Chicago, Illinois 60690

Listen to sounds on tape
Do exercises on dittoed copies

The Phonetics Factory is an auditory-visual program developed to instruct children in a basic foundation of phonetics. The program contains six cassettes with 34 recorded lessons and accompanying spirit duplicator worksheets.

SRA Inc.
155 N. Wacker Drive
Chicago, Illinois 60606

Reading Laboratory

This personalized skill approach to reading allows students to begin at their own level, where they can experience success, and progress as fast as their learning rate permits. Immediate feeding back from self-checking exercises helps reinforce skills and points out weaknesses. Students record their performance on progress charts so they are aware of their improvement.

Specific Skill Series
Barnell Loft Ltd.
958 Church Street
Baldwin, New York 11510

Individualized Instruction

Elementary Set
Midway Set
Secondary Set
- Working with Sounds
- Following Directions
- Using the Context
- Locating the Answer
- Getting the Facts
- Getting the Main Idea
- Drawing Conclusions
- Detecting the Sequence

These programs are designed for individualized instruction and help develop or improve students' vocabulary, writing, comprehension, and reading skills. They include three sets: Elementary, Midway, and Secondary and deal with working with sounds, following directions, using the concepts, locating the answer, getting the facts, getting the main idea, drawing conclusions, and detecting the sequence.

ENGLISH AS A SECOND LANGUAGE TEXTS

TEXT	COMMENTS
ADDISION-WESLEY PUBLISHING CO.	
Mellgren	
New Horizons in English 1980, Grades 7-9	Motivational appeal for the student has been given consideration. Sufficient exercises have been provided in the student's book and in the exercise book. With the completion of the activities, the student should gain a definite sense of achievement. Grammar is presented in logical sequence framed in interesting topics.
Book 4 1980, Grade 10	A series of tapes (for a class or individual instruction) are included in this series which can be used for development of natural intonation, stress, and rhythm. Very useful for sharpening the listening skills. Excellent student workbook for each level for individual practice and self evaluation. The vocabulary is relevant and useful and presented in a continual reinforcement procedure. The lesson plans are simple and self-explanatory.
Book 5 1980, Grade 11	Materials are comprehensive and provide development of all language skills plus supplementary tapes and culture capsules - variety of approaches. Teachers guide gives several options for teaching the material. Teachers can adopt materials according to program requirements, teaching style, etc. Illustrations are excellent and content is appealing to students of this grade level. Workbook provides a variety of activities for reinforcement of concepts and vocabulary taught in the texts.
Mellgren	
Yes, English for Children	Interesting format and illustration. Sequential development. Supplementary materials for both audio-visual. The author maintains that students who have studied with other materials may not have the communicative competencies expected for continuing in this series. No exercises for pronunciation skills.
Book D 1978, Grade 4	
Book E 1979, Grade 5	

TEST	COMMENTS
ADDISON-WESLEY PUBLISHING CO. (Cont.)	
Mellgren Yes, English for Children Book F 1979, Grade 6	It has a controlled vocabulary format. The material presented is in the student's immediate world. The tapes are useful but the success of the program is not dependent upon tapes. Built into each lesson are opportunities for evaluating student progress. Workbook contains exercises for moving into the writing skills.
Jacot See It - Write It 1980, Grade 4-12	Book develops logically and provides sufficient exercises to teach the most common forms of the irregular verb in English. This book could be used to supplement any of the ESL series now in use. The format of the exercises is redundant and, if overused, could become boring.
THE ECONOMY COMPANY	
Thomas Oral English 1980, Grade K-1	The text consists of series of pictures. The manual instructs the teacher in how to build units around the picture and develop the students' communicative and pronunciation skills. Any instructor who follows the manual to the letter could teach ESL effectively to beginning ESL students in the lower elementary grade. Phonemic discrimination and reproduction, intonation, vocabulary and structure are all thoroughly and systematically developed through this text. The scope of the book is limited to beginning students and the program necessarily revolves around the instructor. This book could not be used for individual study.
HEINEMANN EDUCATIONAL BOOKS, INC.	
Jupp & Milne Guided Course in English Composition 1969, Grade 10	Presents a number of examples of structure with a follow-up and reinforcement exercises. The structure practice is presented. Several examples for each structure are presented at the end of the text. Limited use appropriate for advanced students who are preparing for

TEXT	COMMENTS
HEINEMANN EDUCATIONAL BOOKS, INC. (Cont.)	
	an examination which requires composition writing. Assumes a knowledge of British geography and monetary system.
Guided Paragraph Writing 1972, Grade 10	Moves the students from simple to complex structures gradually in a logical sequence. Adaptable to a variety of teaching strategies and to individualized instruction. Abundant practice exercises. Students would have to be exposed to British terms.
MCGRAW WEBSTER NCTE English For Today Book 1 - 6 1973, Grade 6-12	This series begins with the very basic language patterns of speaking and moves through to reading and writing skills. The topics engage the interest of the students and can stimulate very productive discussion. The material contained in most of the series is for very advanced students and adult education. It is not easily adaptable to any lower grades. Much of the material covered in books 4, 5, 6 is for the "college bound" student.
Kernan Steps to English Book A, B, 1-4 1975, Grade 6-12	The format of the books is good and the methodology is sound. Content and illustrations are suitable for elementary students. Teacher's guides are helpful and provide enrichment activities. Content and illustrations might appear "blah" to students of the TV generation - not enough action and little humor. Informative but dull. Materials could be more imaginative.
NEWBURY HOUSE PUBLISHERS Kearny & Baker Life, Liberty, and the Pursuit of Happiness 1978, Grades 7-12	Material develops sequentially; vocabulary expanded gradually. Good topics for discussion - historical and philosophical themes. Emphasis on word structure, comprehension, and composition. Suitable for only the most advanced student. Assumes mastery of patterns and the ability to write free composition on complex themes. Does not teach structure.

TEXT	COMMENTS
NEWBURY HOUSE PUBLISHERS (Cont.)	
Bosson Soap and Water 1977, Grades 7-12	There are attractive and interesting pictures with each discussion. Historical and cultural oriented. Provides enjoyable material for group discussions.
SCOTT FORESMAN & COMPANY	
Gay I like English Book 1, 2 1981, Grade 1-2	Useful for the inexperienced classroom teacher or aide because the teacher's guide is not cluttered with unnecessary verbage. There are colorful visual aids and realia. The new vocabulary is carefully controlled and language patterns are very structured. There are constant review exercises of previously learned vocabulary and structure. The language is within the child's own world. The format of the teacher's guide is not too appealing and the type of binding makes the use of the guide awkward in handling.
Miller English Around the World Level 1-6 1975, Grade K-6	This is an excellent series which emphasizes all phases of language development beginning with listening and speaking. It has been used in several districts in Utah.
SCOTT, FORESMAN & COMPANY	
Wardhaugh English For A Changing World Level 1-3 1976, Grade 7-12	This series, especially book 3, presents a good variety of dialogue exercises which is lacking in many other series. There is good emphasis on substitution and chain drills.
Book 4 1978, Grades 7-12	Good exercises for reading comprehension and writing skills. Adequate resource for dialogue. Narrow in subject matter, therefore, does not seem to have a wide appeal. Subject matter might be somewhat dry for adolescents. Perhaps more appealing to adults.

TEXT	COMMENTS
SCOTT, FORESMAN & COMPANY (Cont.) Wardhaugh (Cont.) English For A Changing World Book 5 1979, Grades 7-12	Wide range of topics of current interest. Good dialogue exercises. Self test is good for both oral and written exercise. Topics are more male oriented.
Book 6 1979, Grades 7-12	Topics are of general interest. Presents career awareness and consumer education which is appropriate for this age level.